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ABSTRACT

General objectives of a research study were (1) to gather information from superintendents in the public school systems concerning their opinions regarding the image and purpose of vocational home economics programs in Louisiana; (2) to obtain statistics on the number of vacancies for vocational home economics teachers occurring in the 1976-77 school year, why they occurred, and the factors considered in filling them; (3) to collect data from school administrators concerning teacher certification and desirable secondary teaching fields; and (4) to utilize data collected from surveys and interviews to improve the preservice and inservice education of home economics teachers. Questionnaires were mailed to superintendents of the 66 public school systems, and from the 57 (86%) usable responses, eighteen administrators were randomly selected for interviews. Findings from the computer-analyzed data and the interviews follow: (1) Certification in a second teaching field was strongly suggested; (2) one or less vacancy per system was considered typical and the three top factors considered very important in hiring a teacher were personality, recommendation of the principal, and appearance; and (3) superintendents identified inservice training as a responsibility of state department and county educators. Recommendations included informing home economics majors of the projected supply and demand for teachers, and a reliable method of gathering data about graduates be developed. (BL)

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OPPORTUNITIES AND DIRECTIONS OF THE VOCATIONAL HOME ECONOMICS PROGRAMS AS PERCEIVED BY LOUISIANA SCHOOL SUPERINTENDENTS AND SUPERVISORS

Addie H. Knickerbocker, Ed. D.
College of Home Economics
Louisiana Tech University

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CHAPTER I

OVERVIEW OF THE PROBLEM

Home economics applies an interdisciplinary approach with the purpose of improving the quality of life for individuals and families. This is no simple task in a society characterized by rapid changes and technological advances on one hand and an apparent decline in moral standards and a rise in the number of broken homes on the other. According to Odland and Cebik (1975) today more than 164,000 home economists face this challenge in many phases of professional employment such as extension, business, dietetics, health and welfare, research, homemaking and teaching.

In spite of a variety of career choices within home economics, many leaders are concerned about the employment outlook for the future. This is especially true for teaching. Not only home economics education but all teacher education programs are being questioned in terms of the supply and demand for graduates. Graybeal (1974) reported 230,845 as the supply of beginning teachers in all fields versus a distribution of 116,925 in demand for beginning teachers.

A Home Economist Image Study conducted by Daniel Yankelovich, Inc. (1974) under the sponsorship of the American Home Economics Association revealed that teaching is the primary goal for which 9 out of 10 college or university administrators reported preparing their graduates. Odland and Cebik (1975) surveyed job opportunities and reported that home economics education majors who really wish to teach will find jobs even

though the number of graduates exceeds the number of annual openings. Many majors secure the teaching credential but plan to pursue work in other fields such as extension service, consumer agencies, business and industry, welfare and government. The home economics education program continues to offer varied opportunities.

Statement of the Problem

The purpose of the research was to obtain information concerning vocational home economics programs in Louisiana with implications for pre-service and in-service training of teachers. School superintendents in the sixty-four parishes and two city school systems were surveyed. Randomly selected respondents on the basis of geographic location were interviewed.

Objectives

The general objectives for the investigation were:

1. To gather information from superintendents in the public school systems concerning their opinions regarding the image and purpose of vocational home economics programs in Louisiana. Reactions to the contribution of home economics subject matter areas such as consumer education, family relations, careers, child development, foods and nutrition, housing and home furnishings, clothing and textiles, home nursing and personal development will be recorded. Suggestions for future emphasis in secondary home economics programs will be solicited.

2. To obtain statistics on the number of vacancies for vocational home economics teachers occurring in the 1976-77 school year, why they occurred, and the factors considered in filling them.

3. To collect data from school administrators concerning teacher certification and desirable secondary teaching fields.

4. To utilize data collected from surveys and interviews to improve the pre-service and in-service education of home economics teachers in Louisiana.

Educational Significance

Results from the research will be helpful in improving vocational home economics education programs by providing a rationale for:

1. planning pre-service and in-service education based on an analysis of the strengths and weaknesses of vocational home economics education programs in Louisiana as reflected by the impartial superintendents;

2. identifying the employment situation for vocational home economics teachers in the State of Louisiana for 1976-77 in terms of: a) the numbers of vacancies in the public schools, b) reasons for terminating the employment, c) considerations in filling the positions and d) second teaching fields;

3. providing a channel of communication through which home economics teacher educators and superintendents can share interpretations of vocational home economics education programs on the elementary, junior high, secondary, and college levels;

4. assessing the current values assigned by administrators to home economics involvement in the various specialized subject areas of the discipline.

Scope and Limitations of the Study

The research was limited to the input of information from the questionnaires which were returned by representatives of the public school systems and taped interviews with the superintendents and supervisors. The randomly selected interviewees on the basis of geographic location included:

> Five within a 50 mile radius of Louisiana Tech University; four within a 100 mile radius of Louisiana Tech University; three within a 150 mile radius of Louisiana Tech University; three within a 200 mile radius of Louisiana Tech University; and three within a 250 mile radius of Louisiana Tech University.

CHAPTER II

SETTING AND DESIGN OF THE STUDY

Information pertinent to the setting and design of the study has been given in this chapter. It was derived from a variety of sources including lists from the State Department of Education and the questionnaires.

Described within the setting of the study were the school systems, the respondents, and the interviewees. The design of the study has included the procedure for conducting the research and the techniques for analyzing the results.

Setting of the Study

The public school systems of Louisiana have been organized geographically into 64 parishes (counties) and two cities. Each has its own school board composed of elected members.

The selection of the school superintendent must be approved by the board. Certification requirements for the school superintendent were listed in the revised edition of Louisiana Standards for State Certification of School Personnel: Bulletin 746 (1976). They were:

> The applicant must hold a valid Type A Louisiana certificate at the time of his appointment to the position of school superintendent.
>
> The applicant must have had 5 years of successful school experience as parish (county), city, or state superintendent, assistant parish (county), city or state superintendent, state supervisor of instruction, parish school supervisor of instruction, visiting teacher,

> principal of state-approved school, president of a state-approved college, dean, or chairman of a teacher education department in a state-approved college, and/or director of teacher education and student teaching or educational experience certified as equivalent to any of these by the State Board of Elementary and Secondary Education. He must have had 3 years of professional administrative or supervisory experience during the 5-year period immediately preceding his appointment to a superintendency.
>
> The applicant must hold a master's degree from a regionally accredited institution, including 12 semester hours in professional education including 6 semester hours of school administration and supervision (p. 39).

Of the 57 questionnaires that were returned in time to be analyzed for the study, sixteen (28%) were completed by superintendents (Table 1). In order to have a good representation from the school systems the superintendents had been asked to have members of their supervisory staff complete the survey if a lack of time prevented their doing so. It was emphasized that all responses should reflect the viewpoint of the administration in the system. Other respondents included five (9%) assistant superintendents, 31 (54%) supervisors, one (2%) director of middle and high schools, one (2%) director of vocational programs, and three (5%) personnel officials.

Participants for the interviews were randomly selected on the basis of variety of sizes of school systems, geographic locations, and length of time in the position as superintendent. A total of 18 meetings were scheduled for this purpose. Most interviews were conducted with the superintendent. In one instance the assistant superintedent was consulted. Vocational supervisors collaborated on three discussions.

Design of the Study

This study focused on the opportunities and directions of vocational home economics programs in Louisiana. A questionnaire was developed to gain information about the number of positions, the number and cause

of vacancies, and factors considered in choosing home economics teachers for the academic year 1976-77. The desirability of certification in a second teaching field and the subject were included. Additional data on scheduling home economics as a required or elective course was requested. Respondents were asked to rate the importance of nine subject matter areas to the home economics curriculum and to suggest the kinds of emphasis for future home economics programs. Information on the organization of in-service meetings was solicited.

A panel of home economics and psychology faculty members analyzed the instrument and made suggestions for revisions to improve clarity and ease in responding quickly. The refined questionnaire was mimeographed and assembled for distribution (see Appendix A). Although the questionnaire was to be answered anonymously, it was necessary to code them by school systems to be able to send out follow-up letters. To eliminate typing inside addresses and greetings, a letter in the form of a memorandum accompanied the questionnaire (see Appendix B).

Interview questions were formulated about problems of beginning home economics teachers and how they compared to other new teachers. The interviewees were asked to make suggestions concerning ways teacher education programs can prepare their graduates for these situations. Strengths and weaknesses of the vocational home economics programs were discussed in the taped sessions. Additional information was sought as to whether the vacancies for home economics teachers during the 1976-77 school year represented a typical turnover.

The interview provided ideas for future in-service meetings and ways of facilitating communication between superintendents and university personnel. Attitudes about the supervisory visits of first year teachers

by home economics teacher educators were revealed. The questions were put in a format to be sent to the superintendents for their consideration prior to the interview (see Appendix C). The interviewer had a more detailed discussion guide with subquestions to stimulate response (see Appendix D).

Collection of Data

The memorandum, questionnaire and a return envelope were mailed to 66 school superintendents identified on a list from the Louisiana State Department of Education. Thirty-four questionnaires were received by the requested deadline. An attempt to secure additional responses was made through a follow-up memorandum (see Appendix E). This prompted the return of 26 questionnaires. Three were received too late for the computer analysis making a total sample of 57 (86%) school systems (see Figure 1).

Eighteen superintendents agreed to schedule a short taped interview which was conducted by either the project director or project assistant. The systems participating in this phase of the study have been shown in Figure 2.

Analysis of Data

The information on the questionnaires was coded and run through the computer to determine frequency and percent. Due to the nature of the research, descriptive statistics were used. In order to facilitate reading and comprehension, the percents were rounded to the nearest whole number. For this reason the total may not always be exactly 100 percent.

The interviews were analyzed and the responses were tabulated. Results have been presented in narrative form.

CHAPTER III

FINDINGS OF THE STUDY

The data have been organized into two sections. The first portion includes topics related to teacher education on the pre-service level. Information on teacher certification, the preparation of prospective teachers to handle the problems indentified as typical of beginning teachers, and the student teaching experience falls into this category.

The second section consists of factors associated with the in-service activities of teachers. The availability of teaching positions in home economics and causes affecting vacancies have been included. Considerations in the employment of home economics teachers and the kinds of assistance used in filling positions have been analyzed. Not only problems of beginning teachers but the feasability of limited supervision by former teacher educators have been considered. The scheduling of supervisory visits and other kinds of communication between superintendents and university faculty members were reported. Related in this segment was the scheduling of home economics, strengths and weaknesses of the vocational home economics program, and the suggestions for future emphases in the courses. Recommendations for organizing in-service meetings for teachers have been summarized.

Pre-Service Education of Teachers

The discussion of pre-service education has been limited to the areas of teacher certification and preparation including student teaching.

Certification

Of the 57 respondents, 54 (95%) overwhelmingly suggested that home economics teachers become certified in a second teaching field (Table 2). The superintendents who were interviewed further stressed this need, particularly for those who are employed in small schools.

The subject ranked as first in priority was Science (Table 3). Thirty-nine (68%) chose this area. Art (4 or 7%), Mathematics (3 or 5%), and Health and Physical Education (2 or 4%) followed in descending order.

The Teacher Education Programs

Several superintendents reported in the taped interviews that they considered recent graduates to be better prepared to assume their roles as teachers than those graduating five or ten years ago. While noting some variation among individuals, the academic preparation was considered to be adequate by 15 of the 18 interviewees.

Definite suggestions were offered for strengthening teacher education programs. One superintendent cited a need for being more selective in the type of people who enter the teacher training curriculum and implementing more screening between the sophomore and junior years.

The concern for helping prospective teachers with classroom management was expressed frequently. Since vocational teachers are required to complete many reports which influence funding, it was suggested that they become familiar with the forms. Other experiences such as keeping attendance records and taking care of textbooks were advocated prior to student teaching.

Efficient use of time, particularly in laboratory classes, was seen as an important topic in the preparation of home economics teachers. One superintendent contended that laboratory classes should be scheduled

for a two hour block of time. It was felt that teachers needed additional assistance in working with limited equipment and supplies.

Also related to effective time utilization were problems such as completing projects before the deadline. It was noted that home economics teachers are responsible for many extra-curricular activities including clubs, contests, and teas, making it necessary to be able to organize work and formulate long range plans. In some instances fund raising campaigns are a part of the extra-curricular responsibilities for which home economics teachers should be prepared.

Another category of extra-curriculuar activities is public relations. The superintendents felt that it was especially important for teachers of elective subjects, such as home economics, to learn how to promote their programs. It was recommended that a lot of time be spent on how to motivate in order to overcome a lack of interest.

Since home economics includes working with parents and other adults, it was advised that this be a part of the teacher education program. One superintendent expressed the opinion that a general knowledge of family problems would be helpful.

The Student Teaching Experience

The participants in the interviews generally agreed that teacher education majors should have some direct association with schools early in their training. It was recommended that experiences be varied, practical, and closely supervised. Observation and participation in specific activities such as bus duty and cafeteria duty were seen as possibilities.

Officials from two school systems mentioned having high school students involved in the teaching process. One was called the Novice Teacher Program and credit was given for the experience.

While some administrators felt that student teaching all day for a twelve week period was adequate, the majority favored a longer time span. It seemed desirable that the student teacher be able to see what is included in initiating and ending the school year. If this was not feasible, some understanding about planning for the entire semester was considered to be imperative. One person proposed the idea of an internship for one year with pay. Some who approved the twelve week student teaching period did so in connection with planned observation and participation prior to that time.

The interviewees were questioned about dividing the time for student teaching between urban schools and rural schools. Some indicated that this would be desirable but not practical. It was pointed out that the majority of positions for home economics teachers are in rural schools. One superintendent maintained that continuity during student teaching was more important. Individualizing student teaching by careful assignment of the student teacher to a school that could provide the needed experiences was seen as a way to compensate. The necessity of experience in an integrated classroom was stressed.

In-Service Activities of Teachers

In-service differs from pre-service in time and sequence.

Availability of Teaching Positions

Some confusion in the wording of the questionnaire brought varied responses to the item about the number of positions for home economics teachers in Louisiana for 1976-77. The differences were reconciled by compiling a total from a roster of home economics teachers for 1976-77 supplied by the Homemaking Section, State Department of Education.

In the 57 school systems represented in this study the quantity of home economics teachers ranged from three to seventy-seven (Table 4). The greatest number of systems had seven positions.

The vacancies ranged from none (33%) to twelve (2%) (Table 5). Most frequently the school system had only one vacancy. When the administrators were asked if the reported vacancies represented a typicaly year, they said no if the number was one or more. As shown in Table 6 the factor causing the greatest number of vacancies was retirement (12 or 21%). The interviewees confirmed this reason. One superintendent reported that the stability in home economics teachers was good. Another administrator who hired many local people said that people came home to stay. The low turnoverwas related to all vocational subjects not just home economics by some of the interviewees. It afforded superintendents the opportunity to be more selective in hiring.

It should be emphasized that teacher education graduates in home economics have a broad background that prepares them well for business and other areas of employment. In fact, Home Economics Education seems to be the preferred degree for people working in extension and utility companies.

Considerations in the Employment of Home Economics Teachers

Respondents to the questionnaire were requested to rank certain factors in employing home economics teachers as very important, moderately important or not important (Table 7). The considerations rated as very important by more than half of the 57 replies were personality (44 or 77%), recommendation of the principal (36 or 63%), appearance (35 or 61%), home economics academic average (34 or 60%), and recommendations of teachers and employers (32 or 57%).

Forty-two (74%) considered the scores on the National Teachers Examination to be moderately important. Other factors that were classified in this category by more than half of the sample were: the reputation of the college home economics program (36 or 63%), extra-curricular activities (35 or 62%), overall academic average (33 or 58%), and participation in professional organizations (30 or 53%). Race was ranked as not important in the employment of home economics teachers by 41 or 72 percent of the people.

Of those home economics teachers who were employed to fill vacancies for the 1976-77 school year, 23 or 40% were new teachers (Table 8). Eight (14%) were teaching another subject in the system, two (4%) were teaching in another home economics program, and one (2%) was teaching in a private school.

Assistance in Filling Positions

The superintendents and supervisors who were interviewed were questioned about the kinds of assistance they sought in filling positions. When they lacked appropriate applicants, 13 of 18 interviewees indicated that the placement office on a university campus was likely to be involved in the recruitment. In many cases it was the one located nearest to the school system. The personnel director was often the person to make the contact.

Several administrators communicated with the dean or department head of home economics, especially if a vacancy happened during the semester. It was felt by one superintendent that she was likely to be more in touch with the majors. He was of the opinion that some students fail to register at the placement office. Several interviewees revealed that they were more prone to call people that they knew personally.

Occasionally the Section Chief of Home Economics in the State Department of Education was asked to suggest potential applicants. When a vacancy occurred, the superintendent in one school system relied on his local home economics teachers to name capable replacements.

Nearly all of the participants in the interviews specified that they would like to receive a list of recent graduates. One superintendent preferred only the names of those persons who were interested in employment in that geographic area.

Problems of Beginning Home Economics Teachers

In the discussions with the superintendents and supervisors the problems of beginning home economics teachers were considered no different from other new teachers. Discipline was seen as a part of classroom management. While it was identified as a problem by some administrators, others thought it was less difficult for home economics teachers due to class size, informal instruction, and the class being an elective. It was pointed out by one superintendent that discipline problems were often prompted by a lack of planning and most home economics teachers plan very well.

Several interviewees contended that the ability to understand the pupils varied with the individual. Some perceived it to be a competency that is gained through experience. One administrator felt that teachers of vocational subjects are more understanding of students with varying academic abilities because of recognition of an aptitude to perform skills. While it was agreed that home economics teachers were in a good position to help youngsters with personal problems, a couple of superintendents felt that teacher-pupil rapport was not as effective as it once was. Furthermore, one gentleman predicted that all teachers, not only beginning

ones, will never understand their pupils until they go into the community and homes and talk to parents and youngsters in their environment. An administrator thought that a part of one beginning home economics teacher's trouble was that she was not ready to cope with students so near her own age.

Problems in coordinating individuals needs of the students with the home economics curriculum were identified as a difficulty for some inexperienced teachers. It was further complicated by the time consuming process of selecting textbooks and supplementary materials to fit these needs. Another superintendent felt that the home economics teacher had too many different class preparations. A special challenge that was pointed out by one interviewee was in changing old habits that had been taught by mother in homemaking.

The style of dress was no longer considered to be a problem by most administrators, although several admitted that it was more informal today than they would like. The dilemma was felt to be prevented by discussing dress regulations before hiring an individual and in workshops for beginning teachers. The home economics instructor was thought to usually dress better than other teachers and to set a good example.

In the majority of interviews superintendents and supervisors indicated that home economics teachers generally relate well to other faculty members. Part of this was attributed to their assistance with many school projects. One superintendent felt that another contributing factor was that most home economics teachers have pleasing personalities and a variety of interests.

One superintendent contended that home economics teachers were somewhat resented because of a lack of understanding in the past. The

extended employment period for the home economics teacher was misunderstood by other faculty members. Some educators seemed to feel that the home economics teacher had a lighter work load (possibly because of the conference [illegible] ller classes). It was pointed out by one administ[illegible] misconception may have been caused by failure to mir[illegible] achers and using recess and lunch periods to prepare [illegible] next class.

Although one superintendent accused teachers of having a tendency to be clannish, the majority were well accepted by the community. It seemed to depend to a large extent on the individual. Several interviewees expressed the desire that home economics teachers try to broaden their program to reach more people, especially parents.

Supervision of First Year Teachers by Home Economics Teacher Education

Several years ago teacher educators in home economics tried to schedule a supervisory visit with beginning teachers in Louisiana who were graduates of their institutions. The practice was delected due to limited travel funds. Without exception, the administrators of the school systems who were interviewed were very much in favor of resuming the procedure. It was considered to be advantageous for both the new home economics teacher and the university faculty members. One superintendent emphasized that the teacher educator needed to be very specific in pointing out strengths and weaknesses, making recommendations, and giving assistance. Another superintendent stated that he would prefer that the representative from the college be accompanied by a supervisor in order to assure that both could observe what they had planned to see. It was felt by others that experienced teachers as well as new teachers should be visited occasionally.

Not only did the superintendents see merit in the follow up of graduates as a public relations gesture with the school system, but they felt that it would be especially encouraging to the beginning teacher. In addition to the feedback about the effectiveness of the preparation of teacher education majors, there seemed to be some value in granting university personnel, who may have been removed from the high school classroom for a while, the opportunity for some direct encounter with current problems.

Although most administrators wanted the supervisory visits to be approved through the superintendent's office, some had no objection to making the initial contact with the principal. It was felt that as courtesy both the principal and high school teacher should be involved in scheduling the time.

University Presentations of Career Information to Secondary Students

Some superintendents strongly objected to any interruption to scheduled class time. One would not allow career presentations by university faculty members if it were for the purpose of recruitment. It was suggested that the information be channeled through the guidance office of the high school. Another possibility was to set up a Career Day activity once a year where many fields could be represented. There seem to be no descension about a career presentation in a Future Homemakers of America meeting if the principal and teacher approved.

Communications Between Superintendents and University Teacher Education Personnel

It was pointed out that personal visits to the school board office were a very effective way to foster communication. This would have to be done with the stipulations that the demands on the superintendent's time would be limited and that the meeting would be scheduled during a less busy period, perhaps in the summer. This contact would seem to

indicate a special interest on the part of the university faculty members and in turn cause superintendents to look more closely at their local program in that particular field. Another administrator felt that communication should be primarily between the local school officials and the university people.

Additional suggestions for interaction included newsletters and questionnaires. Although they may not be able to attend, it was recommended that superintendents be invited to conferences and workshops. Many administrators proposed that various departments on the university campus host either the district or regional meetings of superintendents. They felt that a short informative program with a period for exchanging ideas would be good. Other possibilities were to have an Open House or to arrange a meeting during the Louisiana Teachers Association Conference (soon to become L.A.E.). One superintendent indicated that he would make a special effort to drop by the local school if he were notified when a teacher educator was visiting a first year teacher.

The interviewees were asked if they would be willing to evaluate the teacher preparation courses. Most were agreeable, but some were skeptical about the help that they could give. They felt that supervisors could possibly give more assistance.

Scheduling Home Economics Classes

Four (7%) of the 57 school systems represented by questionnaires reported having required home economics courses. In 51 (89%) of the cases it was scheduled as an elective (Table 9). When home economics was mandatory, in three (5%) systems it was on the eight and ninth grade levels, two (4%) in the tenth grade and one (2%) on the eleventh and 12th grades (Table 10). Home economics courses which were compulsory in the four school systems were required for both boys and girls.

Vocational Home Economics Programs

The strengths of vocational home economics programs in Louisiana as perceived by the interviewed superintendents and supervisors were varied. Several men felt that the greatest contribution was preparation for life's experiences through a broad range of offerings and emphasis on family life. One administrator said that this is less likely to be learned at home today due to the large number of working mothers. Others saw the leadership training in F.H.A. and the opportunities to work cooperatively with others as a strength. Some interviewees were complimentary of the tenure and character of the home economics teachers themselves.

The curriculum was described as basic and valuable for those who terminate their education with high school. Although most superintendents had seen the Louisiana curriculum guides in home economics, they did not profess to be familiar with them. They usually reported passing them on to supervisors or persons more directly involved with the program.

While one administrator described adequate facilities as a strength of the vocational home economics program, others felt that equipment and funding were deficient. This was thought to be the reason why some practical experiences were not provided.

At least half of the interviewees indicated that the high school home economics curriculum should be made more realistic and meaningful. One gentleman maintained that the teachers had kept up with innovations but had failed to implement them in the curriculum. They were accused of spending too much time on frills or things that were nice to know, such as crocheting and knitting, rather than more timely topics.

The subject matter areas of home economics were listed on the questionnaires. Respondents were asked to rank them as very important,

moderately important or not important. No areas were rated as not important (Table 11). Five areas were evaluated as very important by more than half of the 57 responses. In descending order they were foods and nutrition (40 or 70%), clothing and textiles (39 or 68%), family relations (37 or 65%), personal development (36 or 63%), consumer education (34 or 60%), and child development (31 or 54%) (Table 11). The areas which were considered to be moderately important by more than half of the sample were home nursing (39 or 68%) and housing (39 or 68%).

When asked to suggest future emphasis of home economics programs by checking items as very important, moderately important or not important, the responses were varied. Home and Family Living courses (34 or 60%) and consumer education classes (34 or 60%) were the only two areas to rank very important by more than half the sample (Table 12). While adult classes were thought to be moderately important by 30 or 53 percent, no areas were rated as not important by a majority.

Another reported weakness of vocational home economics programs was in the teachers' ability to relate to the student today. One superintendent felt that there was a relationship between the long tenure of home economics instructors and a tendency toward being conservative. Other problems included an uncertainity about what to teach, especially in morals and sex education. The need to retain students in the upper level home economics classes and public relations were also mentioned.

In-Service Programs for Teachers

Forty-five (79%) of the responses were affirmative for teachers to miss one day of school for in-service education (Table 13). In the interviews many superintendents stressed that it was expensive to hire substitutes when teachers were absent from school. Some felt that the two days of mandated in-service should not interfere with scheduled classes.

In-service programs were seen as needing to be organized by the state department according to 23 (40%) of the respondents (Table 14). Sixteen (28%) favored parish organization and six (11%) liked in-service meetings planned by colleges and universities. Many superintendents expressed the opinion that the teachers should be involved in suggesting topics and conducting the meetings.

One school system paid tutition and a stipend for teachers in all subject matter areas including home economics when they attended in-service meetings which were organized as an extension course for college credit. The class, which was scheduled approximately every five years for home economics instructors, was based on their needs and taught by a university faculty member.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter included a brief summary of the study and an analysis of the findings from which conclusions have been formulated. Recommendations for strengthening vocational home economics education at the pre-service and in-service levels have been offered.

Summary

The purpose of this research was to examine the vocational home economics education programs in Louisiana from the viewpoint of the superintendents of the public school systems. Data were collected concerning attitudes about certification and the number of vacancies for home economics teachers occurring in the academic year 1976-77. Factors influencing the vacancies as well as the considerations in filling them were studied.

Problems of beginning teachers were discussed with emphasis on ways teacher education programs could be structured to prepare graduates for solving them. Information in regard to feelings about the advantages of scheduling a supervisory visit of first year home economics teachers by the teacher educator was sought. Superintendents were asked to suggest ways to maintain open communication between the personnel in their school systems and faculty members of the universities.

Variables such as the scheduling of home economics as a required or elective course were included in the study. The strengths and

weaknesses of vocational home economics programs were investigated with a specific evaluation of subject matter areas of the curriculum and suggestions for the future structure. The topic of the organization and content of in-service meetings was debated.

Questionnaires were mailed to the superintendents of the 66 public school systems of Louisiana. From the 57 (86%) usable responses, eighteen administrators were selected for participation in the interviews. The results of the computer analyzed data and the information from the interviews are summarized.

Certification

The respondents strongly suggested certification in a second teaching field with Science being the most frequently named area.

Teacher Education Programs

Academic preparation of teacher education graduates was considered adequate by most of the administrators. It was felt by one person that colleges and universities need to be more selective in screening the individuals who are admitted to the program. Classroom management, including discipline and organization of time, was an area that the superintendents recommended for emphasis in teaching training courses. Public relations was thought to be extremely important for prospective teachers of elective courses.

The Student Teaching Experience

The interviewees contended that teacher education majors should be involved in classroom observation and participation early in their preparation. Most administrators recommended a student teaching experience longer than a twelve week period in order to be involved in beginning and ending a semester and/or school year.

Availability of Teaching Positions

In the 57 school systems represented by questionnaires in this study, total positions for home economics teachers varied from three to seventy-seven. The mean number was seven. The reported vacancies ranged from none to twelve with one or less openings per system being considered typical. Retirement was the most influential factor causing the vacancies.

It should be emphasized that the home economics education curriculum does not serve solely as preparation for teaching. The home economics education degree is the preferred academic preparation for work with cooperative extension service. Additionally, college graduates with basic preparation in home economics education are employed in utility companies, social welfare, communications, consumer agencies, banking, insurance, business and industries, and free-lance work. In conclusion, while the primary goal of the home economics education program is teacher preparation, the number of annual teaching vacancies does not necessarily reflect the number of graduates who will be employed.

Considerations in the Employment of Home Economics Teachers

On more than half of the 57 questionnaires the following items were rated as very important in employing home economics teachers: personality, recommendation of the principal, appearance, academic average in home economics and recommendations of teachers and employers. Included in the moderately important category by greater than 50 percent of the respondents were: scores on the National Teachers Examination, the reputation of the college home economics program, extra-curricular activities, overall academic average, and participation in professional organizations. Race was not considered important as a

factor in hiring home economics teachers. The teachers who were employed to fill vacancies in the 1976-77 school year came mainly from the category of new teachers. The second group came from teachers of other subjects within the school system.

Assistance in Filling Positions

Most of the interviewed superintendents and supervisors indicated a willingness to contact the university placement office or administrator of home economics if they needed assistance in employing home economics teachers. They stated that a list of recent graudates was likely to be helpful.

Problems of Beginning Home Economics Teachers

While the problems of beginning home economics teachers were thought to be little different from other new teachers, or in some cases experienced instructors, certain areas of difficulty were identified. Not only understanding pupils and establishing rapport with them but coordianting their needs with the home economics curriculum was hard for some individuals. Style of dress, relating to the faculty and being accepted in the communicty were not thought to be problems for most new teachers.

Supervision of First Year Teachers by Home Economics Teacher Educators

Most superintendents saw numerous advantages in having teacher educators make supervisory visits with their graduates who were first year home economics teachers in Louisiana. They agreed that scheduling should be coordinated with the principal and teacher after approval was granted by the superintendent.

Communications Between Superintendents and University Teacher Education Personnel

In spite of busy time schedules, the interviewees indicated a willingness to communicate with university faculty members through personal

visits, questionnaires, and newsletters. Invitations to conferences, workshops and meetings were discussed as ways to provide additional opportunities for interaction.

University Presentations of Career Information to Secondary Students

The superintendents and supervisors seemed more agreeable to career presentations in F.H.A. meetings rather than in regular classes.

Scheduling Home Economics Classes

Home economics was scheduled as an elective in most of the schools represented in this study. Only four systems reported having required courses which were mostly on the eighth and ninth grade levels for both boys and girls.

Vocational Home Economics Programs

One of the strengths of the vocational home economics programs identified by the eighteen superintendents and supervisors in interviews was the purpose of basic preparation for life with concentration on families. Leadership training was considered to be an additional asset.

Weaknesses related to inadequate equipment and funding for the program. While administrators stressed a need for revising the curriculum to make it more practical, the majority rated all subject matter areas presently included as very important or moderately important. Future emphasis in the areas of Home and Family Living and consumer education was considered to be very important by more than half of the respondents. A majority ranked adult education moderately important.

Other weaknesses reported by the superintendents and supervisors were the failure of the teacher to understand the youth of today and to successfully recruit pupils for the upper level home economics courses.

In-Service Programs for Teachers

Two days of in-service meetings have been mandated. Although the majority of administrators were willing for teachers to miss one day of school for this purpose, they disliked having the expense of hiring substitutes and interrupting scheduled class time. They favored meetings that were organized by representatives from the state department, the parish, and universities in descending order.

Conclusions

Based on the findings of this study, a general conclusion is that the efforts of the faculty in the universities who prepare teachers and the personnel in the school systems who hire them should be coordinated. There seems to be a willingness on the part of superintendents to cooperate in a variety of interactions including the supervision of first year teachers.

For the year 1976-77 there were a limited number of vacancies for home economics teachers reported by the representatives of the 57 school systems in Louisiana. According to the superintendents, they could be very selective in hiring a replacement from a number of applicants. Certification in two or more subjects would enhance the possibilities of securing a teaching position. The interdisciplinary training provides versatility for home economics graduates in the competition for employment in other areas such as business and extension. Therefore, employment opportunities of graduates are not limited to teaching positions.

The fact that the top three factors which were considered very important in hiring a home economics teachers, were personality, recommendations of the principal, and appearance seem to indicate the influence of intangible characteristics.

Louisiana superintendents and supervisors who were interviewed were generally satisfied with the academic preparation of teacher education graduates. Their main concerns were the provision of opportunities to participate in realistic classroom experiences both prior to and during student teaching.

The vocational home economics curriculum in the public schools should maintain the emphasis on preparation for family life. A continuation of all subject matter areas with emphasis on Home and Family Living courses, consumer education, and adult education seems in order.

While university personnel may be asked to assist, they are not expected to assume the leadership role in organizing in-service meetings. Superintendents identified in-service training as a responsibility of the state department and parish educators.

Recommendations

The following suggestions are offered for vocational home economics programs in accordance with the results of this investigation.

Home economics education majors should be informed about the projected supply and demand for teachers. They should be made aware of job possibilities in other areas as well as in teaching. The teacher training curriculum should be analyzed to see how certification in other fields could be added and how more directed observation and participation in the public schools could be provided. The feasibility of requiring a minor should be studied. Home economics education majors should understand the importance of certification in two or more fields if they sincerely want to teach. An attempt to raise standards for screening teacher education candidates should be made.

College students should be given assistance in personality development and improving appearance. The prospective teacher should understand the importance of the recommendation of the principal in employment. The National Teachers Examination should be required.

Home economics administrators should send lists of recent graduates to each school system and to the Section Chief, Homemaking Section in the State Department of Education. They should arrange to host a regional and/or district superintendent's meeting and provide a brief informative meeting. Plans to obtain feedback from graduates who are first year teachers through supervisory visits should be implemented. Superintendents should be extended invitations to district F.H.A. meetings and professional conferences of home economics teachers. Home economics teachers should be made aware of the willingness of university faculty members to provide career information in F.H.A. meetings or Career Day activities.

Pre-service and in-service education should include learning about federal funding and vocational reports, understanding the youth today and using ways to recruit pupils for elective courses such as home economics. Existing courses in the teacher education curriculum and extra-curricular activities should be planned to provide these opportunities.

The curriculum for home economics in the secondary and junior high schools of Louisiana should be evaluated and curriculum guides should be brought up to date. Learning experiences should be analyzed by each individual teacher for relevancy and practicality. Time for laboratory classes, the equipment and funds should be put to optimum use.

Implications for Further Study

Other research could be planned on the basis of this study. Some reliable method of gathering statistics about graduates and their areas of certification is needed. Accurate data on the number of positions and vacancies by subject matter area should be readily available to all educators each year. Annual statistics and future projections about the number of secondary home economics programs of the various types (occupational, vocational, adult, non-vocational) should be made available from the State Department of Education to university home economics educators and administrators. Then curriculum revisions can be made periodically so that the education of future teachers is relevant to Louisiana's needs. Action research should include information from recent graduates and their supervisors as to the effectiveness of their preparation for teaching.

A Final Word

There is a need to extend the initial effort to further rapport between universities and local school systems.

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Odland, L.M. and Cebik, M.H. Perspectives for the Home Economics Professions. Atlanta: Southern Regional Education Board, 1975.

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APPENDIX A

OPPORTUNITIES AND DIRECTIONS OF THE VOCATIONAL HOME ECONOMICS PROGRAMS AS PERCEIVED BY LOUISIANA SCHOOL SUPERINTENDENTS

Directions: Please place an X in the blank by the most appropriate response(s). Neither you as an individual nor your school system will be identified in any way.

1. How many positions for home economics teachers did you have in your school system for the school year 1976-77?

_____ 0	_____ 6	_____ 12	_____ 18
_____ 1	_____ 7	_____ 13	_____ 19
_____ 2	_____ 8	_____ 14	_____ 20
_____ 3	_____ 9	_____ 15	_____ If more than 20,
_____ 4	_____ 10	_____ 16	please state the number.
_____ 5	_____ 11	_____ 17	

2. How many positions for home economics teachers were filled for the school year 1976-77?

_____ 0	_____ 6
_____ 1	_____ 7
_____ 2	_____ 8
_____ 3	_____ 9
_____ 4	_____ 10
_____ 5	_____ If more than 10, please state number.

3. What caused the vacancies? (If there were more than one, put a number to indicate the frequency.)

_____ Illness	_____ Retirement
_____ Accident	_____ Sabbatical Leave
_____ Death	_____ Maternity Leave
_____ Transfer of Husband	_____ Expansion
_____ Dismissal	_____ Other (Please specify.)

4. How were vacancies filled? (If there were more than one, put a number to indicate the frequency.)

_____ New teacher
_____ Teacher already in system in another subject
_____ Teacher from another home economics program in the system
_____ Teacher from a private school
_____ Other (Please specify.)

5. Would you suggest that home economics teachers get certification in a second teaching field?

_____ Yes _____ No (Skip to question #7.)

6. If so, what subject area would you give number one priority?

_____ Art	_____ Health & Physical Education	_____ Science
_____ English	_____ Mathematics	_____ Social Science
_____ Other (Please specify.)		

7. How is home economics scheduled in your system?

_____ a required course
_____ an elective course (skip to question #10.)

8. If it is required, indicate the grade level(s).

_____ 7th grade
_____ 8th grade
_____ 9th grade
_____ 10th grade
_____ 11th grade
_____ 12th grade

9. If it is required, indicate for whom.

_____ girls only
_____ boys only
_____ both boys and girls.

10. Are you willing for home economics teachers to be away from school in order to attend in-service meetings once a year?

_____ Yes
_____ No

11. How should in-service meetings be organized?

_____ On the parish level
_____ By colleges and universities
_____ By the State Department of Education

Directions: Using the check list, rate the importance of the following items.

	Very Imp.	Moderately Important	Not Imp.
12. Factors which are considered in the hiring of a home economics teacher:			
Overall academic average			
Academic average in Home Economics			
Participation in extra-curricular activities			
Participation in professional organizations			
Scores on National Teacher Examination			
Race			
Recommendations by former teachers and employers			
Reputation of College Home Economics program			
Previous teaching experience			
Substituting in school system			
Native of area			
Recommendation of the principal of the school			
Certification in more than one teaching area			
Appearance			
Personality			
Other (Please specify.)			
13. Contribution of the following subject matter areas within home economics courses in meeting the needs of students:			
Careers			
Child Development			
Clothing and Textiles			
Consumer Education			
Family Relations			
Foods and Nutrition			
Home Nursing			
Housing			
Personal Development			
14. Suggestions for future emphasis in the kinds of home economics programs:			
Home Economics I, II, III, IV as outlined in the state curriculum guide			
Home and Family Living Courses			
Sex Education courses			
Semester courses in areas of special interest			
Occupational Training courses			
Classes to include boys			
Classes to include adults			
Consumer Education			
Nutrition for Elementary children			
Other (Please specify.)			

15. If someone other than the superintendent completed this questionnaire, please indicate the position that they hold.

_____Assistant superintendent

_____Supervisor

_____Other (Please specify.)

16. Additional coments:

APPENDIX B

LOUISIANA TECH UNIVERSITY
College of Home Economics
RUSTON, LOUISIANA 71272

M E M O R A N D U M

TO: Superintendents of Louisiana Schools

FROM: Addie H, Knickerbocker, Ed. D.
Associate Professor of Home Economics

DATE: June 6, 1977

SUBJECT: Research on Opportunities and Directions of the Vocational Home Economics Programs

For many years Home Economics has focused on the issues and concerns of families through theory and research in a variety of areas. The State Board of Education has provided funding to explore the current opportunities and directions for Vocational Home Economics Programs in the public schools of Louisiana. Information revealed by the superintendents will form the basis for implications in pre-service and in-service education of teachers.

Please take a few minutes from your busy schedule to complete the enclosed questionnaire. Return it by June 15th in the stamped envelope which has been provided to:

Dr. Addie H. Knickerbocker
College of Home Economics
Box 6248, Tech Station
Ruston, Louisiana 71272

If you are unable to complete this survey, please ask one of your supervisory staff to do so. We would like the responses to reflect the viewpoint of the administration in your system.

Short follow-up interviews will be scheduled for selected respondents. We will be contacting those who are willing to participate after June 15th. Thank you for your assistance.

APPENDIX C

OPPORTUNITIES AND DIRECTIONS OF VOCATIONAL HOME ECONOMICS PROGRAMS

Interview Questions

1. What are the major problems that are encountered by beginning home economics teachers? How do these problems differ from other beginning teachers?

2. How can college and university teacher education programs better prepare their graduates for handling these problems?

3. What do you consider to be the strengths of vocational home economics programs in Louisiana? the weaknesses?

4. You indicated that there were _____ home economics vancancies in your parish for the 1976-77 academic year. Was this number of home economics vacancies typical?

5. Would you like for college and university teacher educators to make a supervisory visit of first year teachers who were graduates of their institutions?

6. Most superintendents indicated that they were willing for home economics teachers to be away from school in order to attend in-service meetings once a year. They favored meetings that were organized on the parish level. What topics would you consider most helpful? Would you like some assistance from college and university personnel? How?

7. What suggestions can you make for maintaining open communication between parish superintendents and college and university teacher education personnel?

8. Our home economics faculty members would like to become better acquainted with parish superintendents. Can you suggest ways this can be achieved?

APPENDIX D

OPPORTUNITIES AND DIRECTIONS OF
VOCATIONAL HOME ECONOMICS PROGRAMS

Interview Guide

1. WHAT ARE THE MAJOR PROBLEMS THAT ARE ENCOUNTERED BY BEGINNING HOME ECONOMICS TEACHERS? HOW DO THESE PROBLEMS DIFFER FROM OTHER BEGINNING TEACHERS?

   Is discipline a problem?
   Have you had any difficulty in the style of dress of younger teachers?
   Does the academic preparation seem adequate?
   Do they seem to understand students with different needs and abilities?
   Do they relate well to other faculty members?
   Are they generally accepted by the community?

2. HOW CAN COLLEGE AND UNIVERSITY TEACHER EDUCATION PROGRAMS BETTER PREPARE THEIR GRADUATES FOR HANDLING THESE PROBLEMS?

   Would you recommend a directed observation and participation experience in the public schools during sophomore year of college? junior year?
   Do you think that student teaching should be for a longer period of time than for 12 weeks?
   Would you suggest that the student teaching experience be divided among different schools such as rural and urban?

3. WHAT DO YOU CONSIDER TO BE THE STRENGTHS OF VOCATIONAL HOME ECONOMICS PROGRAMS IN LOUISIANA? THE WEAKNESSES?

   Are you familiar with the home economics curriculum guides?

4. YOU INDICATED THAT THERE WERE _____ HOME ECONOMICS VACANCY(IES) IN YOUR PARISH FOR THE 1976-77 ACADEMIC YEAR. WAS THIS NUMBER OF HOME ECONOMICS VACANCIES TYPICAL?

   If you needed assistance in filling a position would you be likely to contact the placement office on a university campus? the department head or dean in home economics?

5. WOULD YOU LIKE FOR COLLEGE AND UNIVERSITY TEACHER EDUCATORS TO MAKE A SUPERVISORY VISIT OF FIRST YEAR TEACHERS WHO WERE GRADUATES OF THEIR INSTITUTIONS?

   If so, should these visits be scheduled through your office? with the individual? both?

6. MOST SUPERINTENDENTS INDICATED THAT THEY WERE WILLING FOR HOME ECONOMICS TEACHERS TO BE AWAY FROM SCHOOL IN ORDER TO ATTEND IN-SERVICE MEETINGS ONCE A YEAR. THEY FAVORED MEETINGS THAT WERE ORGANIZED ON THE PARISH LEVEL. WHAT TOPICS WOULD YOU CONSIDER MOST HELPFUL? WOULD YOU LIKE SOME ASSISTANCE FROM COLLEGE AND UNIVERSITY PERSONNEL? HOW?

   Do you feel that your teachers need assistance with teaching methods? new techniques in foods and clothing? completing reports? understanding the use of federal funds? consumer education? working with boys?

7. WHAT SUGGESTIONS CAN YOU MAKE FOR MAINTAINING OPEN COMMUNICATION BETWEEN PARISH SUPERINTENDENTS AND COLLEGE AND UNIVERSITY TEACHER EDUCATION PERSONNEL?

   Would you like to be sent a list of recent graduates who are interested in teaching positions?
   Would you be interested in holding some of your meetings on university campuses?
   Are you willing for university faculty members to provide career information to high school students?
   Would you be willing to evaluate course content of teacher preparation courses, if asked to do so by university administrators?

8. OUR HOME ECONOMICS FACULTY MEMBERS WOULD LIKE TO BECOME BETTER ACQUAINTED WITH PARISH SUPERINTENDENTS. CAN YOU SUGGEST WAYS THIS CAN BE ACHIEVED?

APPENDIX E

LOUISIANA TECH UNIVERSITY
College of Home Economics
RUSTON, LOUISIANA 71272

M E M O R A N D U M

TO: Superintendents of Louisiana Schools

FROM: Addie H. Knickerbocker, Ed. D.
Associate Professor of Home Economics

DATE: June 16, 1977

SUBJECT: Research on Opportunities and Directions of the Vocational Home Economics Programs

While the response to the survey on opportunities and directions for Vocational Home Economics Programs in the public schools of Louisiana has been very good, we are most anxious to have a large sample. In the event that your questionnaire has not been returned, please complete the enclosure as soon as possible. Mail it to:

Dr. Addie H. Knickerbocker
College of Home Economics
Box 6248, Tech Station
Ruston, Louisiana 71272

Thank you for your help.

TABLES

TABLE 1

ADMINISTRATIVE POSITIONS OF RESPONDENTS

Rank	Frequency	
	Number	Percent
Superintendents	16	28
Assistant Superintendents	5	9
Supervisors	31	54
Director of Middle & High Schools	1	2
Personnel Officials	3	5
Director of Vocational Programs	1	2
Total	57	100

TABLE 2

RECOMMENDATIONS REGARDING THE DESIRABILITY OF CERTIFICATION IN SECOND TEACHING FIELD

Response	Frequency	
	Number	Percent
Yes	54	95
No	2	4
No Response	1	2

TABLE 3

SUGGESTED AREAS OF SECOND TEACHING FIELDS

Subject	Frequency	
	Number	Percent
Art	4	7
English	1	2
Health and Physical Education	2	4
Mathematics	3	5
Science	39	68
Elementary Education	1	2
No Response	7	12
Total	57	100

TABLE 4

TOTAL POSITIONS LISTED ON A ROSTER OF HOME ECONOMICS TEACHERS IN FIFTY-SEVEN* PUBLIC SCHOOL SYSTEMS OF LOUISIANA FOR 1976-77

Systems	Parishes	Frequency Positions	Total
East Carroll, LaSalle, West Feliciana	3	3	9
Assumption, Cameron, St. James, Tensas, West Baton Rouge, City of Bogalusa	6	4	24
Jackson, Red River	2	5	10
Madison, Washington	2	6	12
Catahoula, Concordia, Lincoln, St. Bernard, St. Charles, St. John, Union, West Carroll, Winn	9	7	63
Beauregard, Claiborne, Sabine, City of Monroe	4	8	32
Allen, Bienville, Evangeline, St. Martin	4	9	36
Point Coupee, Richland, Vernon	3	10	30
DeSoto, Webster	2	11	22
Franklin, St. Mary	2	12	24
Jefferson Davis	1	13	13
Acadia, Livingston	2	14	28
Tangipahoa, Terrebone	2	15	30
Avoyelles, Natchitoches, Vermillion	3	16	48
Bossier, Iberia	2	17	34
Ouachita	1	22	22
Rapides	1	26	26
Lafourche	1	29	29
Lafayette	1	30	30
St. Landry	1	31	31
Calcasieu	1	41	41
Caddo	1	43	43
Jefferson	1	51	51
East Baton Rouge	1	62	62
Orleans	1	77	77
TOTAL	57		827

*Questionnaires were not returned by nine school systems.

TABLE 5

REPORTED VACANCIES FOR HOME ECONOMICS TEACHERS IN LOUISIANA, 1976-77

Positions	Frequency Systems	Percent	Total
None	19	33	19
One	25	44	25
Two	6	11	12
Three	2	4	6
Four	1	2	4
Eight	2	4	16
Ten	1	2	10
Twelve	1	2	12
TOTAL	57		104

TABLE 6

FACTORS INFLUENCING VACANCIES FOR HOME ECONOMICS TEACHERS, 1976-77

Cause	Frequency Number	Percent
Illness	2	4
Transfer of Husband	3	5
Retirement	12	21
Sabbatical Leave	5	9
Maternity Leave	2	4
Expansion	4	7
Other	4	7
No Response	25	44

TABLE 7

CONSIDERATIONS IN EMPLOYING HOME ECONOMICS TEACHERS

Factor	RATING: Very Important		Moderately Important		Not Important		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Overall Academic Average	22	39	33	58	--	--	2	4
Home Economics Academic Average	34	60	22	39	--	--	1	2
Extra-Curricular Activities	15	27	35	62	3	5	4	7
Professional Organizations	20	35	30	53	3	5	4	7
National Teacher Examination Scores	4	7	42	74	9	16	2	4
Race	2	4	8	14	41	72	6	11
Recommendations of Teachers and Employers	32	57	20	35	--	--	5	9
Reputation of College Home Economics Program	18	32	36	63	--	--	3	5
Teaching Experience	21	37	26	46	5	9	5	9
Substitute Teaching	7	12	22	39	16	28	12	21
Native of Area	5	9	26	46	21	37	5	9
Recommendation of Principal	36	63	19	33	--	--	2	4
Certification in Other Areas	26	46	28	49	--	--	3	5
Appearance	35	61	18	32	1	2	3	5
Personality	44	77	11	19	1	2	1	2
Other	8	14	1	2	--	--	48	84

TABLE 8

PREVIOUS STATUS OF HOME ECONOMICS TEACHERS EMPLOYED FOR 1976-77

Position	Frequency	
	Number	Percent
New Teacher	23	40
Teacher in System in Another Subject	8	14
Teacher in Another Home Economics Program	2	4
Teacher in Private School	1	2
Other	2	4
No Response	21	37

TABLE 9

SCHEDULING OF HOME ECONOMICS CLASSES

Course	Frequency Number	Percent
Required	4	7
Elective	51	89
No Response	2	4
TOTAL	57	100

TABLE 10

CLASSIFICATION OF REQUIRED HOME ECONOMICS COURSES

Grade Level	Frequency Number	Percent
7th	--	--
8th	3	5
9th	3	5
10th	2	4
11th	1	2
12th	1	2

TABLE 11

CONTRIBUTION OF SUBJECT MATTER TO HOME ECONOMICS

Area	RATING: Very Important		Moderately Important		Not Important		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Careers	27	48	26	46	--	--	4	7
Child Development	31	54	25	44	--	--	1	2
Clothing and Textiles	39	68	17	30	--	--	1	2
Consumer Education	34	60	22	39	--	--	1	2
Family Relations	37	65	18	32	--	--	2	4
Foods and Nutrition	40	70	15	26	--	--	2	4
Home Nursing	16	28	39	68	--	--	2	4
Housing	15	26	39	68	--	--	3	5
Personal Development	36	63	19	33	--	--	2	4

TABLE 12

SUGGESTED FUTURE EMPHASIS TO HOME ECONOMICS PROGRAMS

Area	RATING: Very Important Number	Very Important Percent	Moderately Important Number	Moderately Important Percent	Not Important Number	Not Important Percent	No Response Number	No Response Percent
Home Economics I, II, III, IV as outlined in the state curriculum guide	6	11	2	4	--	--	49	86
Home & Family Living courses	34	60	18	32	--	--	5	9
Sex Education	11	19	26	46	12	21	8	14
Semester Courses in Special Interests Areas	23	40	25	44	5	9	4	7
Occupational Training	28	49	23	40	2	4	4	7
Classes to include Boys	25	44	25	44	2	4	5	9
Classes to include Adults	11	20	30	53	11	20	5	9
Consumer Education	34	60	18	32	--	--	5	9
Nutrition for Elementary Children	19	33	28	50	3	5	7	12
Other	4	7	1	2	--	--	52	92

TABLE 13

CONSENT TO MISS ONE DAY PER YEAR FOR IN-SERVICE MEETINGS

Responses	Frequency	
	Number	Percent
Yes	45	79
No	9	16
No Response	3	5
TOTAL	57	100

TABLE 14

ORGANIZATION OF IN-SERVICE MEETINGS

Level	Frequency	
	Number	Percent
Parish	16	28
College and University	6	11
State Department	23	40
No Response	12	21
TOTAL	57	100

FIGURE 1

Figure 1

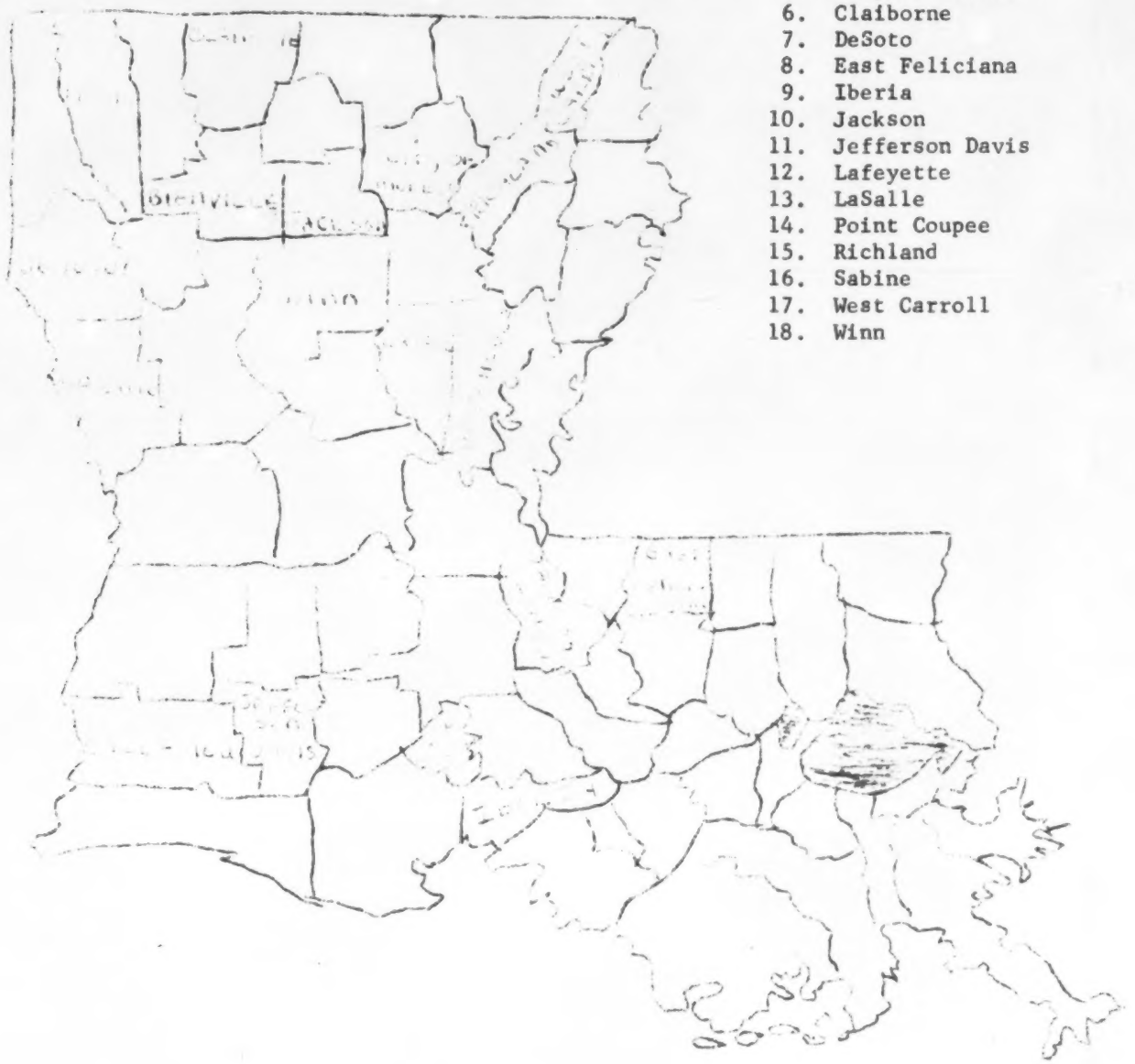
Schools Systems Represented with Questionnaires

Figure 1

Schools Systems Represented with Questionnaires

1. Acadia
2. Allen
3. Assumption
4. Avoyelles
5. Beauregard
6. Bienville
7. Bossier
8. Caddo
9. Calcasieu
10. Cameron
11. Catahoula
12. Claiborne
13. Concordia
14. DeSoto
15. East Baton Rouge
16. East Carroll
17. Evangeline
18. Franklin
19. Iberia
20. Jackson
21. Jefferson
22. Jefferson Davis
23. Lafayette
24. Lafourche
25. LaSalle
26. Lincoln
27. Livingston
28. Madison
29. Natchitoches
30. Orleans
31. Ouachita
32. Pointe Coupee
33. Rapides
34. Red River
35. Richland
36. Sabine
37. St. Bernard
38. St. Charles
39. St. James
40. St. John
41. St. Landry
42. St. Martin
43. St. Mary
44. Tangipahoa
45. Tensas
46. Terrebonne
47. Union
48. Vermilion
49. Vernon
50. Washington
51. Webster
52. West Baton Rouge
53. West Carroll
54. West Feliciana
55. Winn
56. City of Monroe (CM)
57. City of Bogalusa (CB)

FIGURE 2



1. Bienville
2. Bossier
3. Calcasieu
4. Catahoula
5. City of Monroe
6. Claiborne
7. DeSoto
8. East Feliciana
9. Iberia
10. Jackson
11. Jefferson Davis
12. Lafeyette
13. LaSalle
14. Point Coupee
15. Richland
16. Sabine
17. West Carroll
18. Winn

Figure 2

Schools Systems Represented in Interviews